

*The preservice teacher  
knows the discipline...*

*Social Science Education*

*(Grades 1-12)*

## Introduction

The following competencies are intended to clarify Standard 1.1, “. . . knows the discipline,” in the N-STEP process. The competencies are firmly rooted in the profession’s best knowledge and practices. They are drawn from guidelines established by the National Council for the Social Studies. The competencies are broadly stated with the intent that teacher preparation institutions will determine the breadth and depth of material for meeting the competencies. The statements represent the minimum expected of beginning teachers in order to be licensed to teach.

The beginning (preservice) social science teacher will demonstrate a knowledge of and/or competency in the following areas of study:

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| <b>1. Social Studies as a Field of Study</b><br>(CR 1-6)                                                                       | <ol style="list-style-type: none"> <li>1. Understanding* the definitions and purposes of social studies from historical and contemporary perspectives; and</li> <li>2. Understanding issues related to the purpose of social studies from historical and contemporary perspectives.</li> </ol>                                                                                                                                                                                                                                                                                                                                           |
| <b>2. Principles Expressed in Documents Shaping Constitutional Democracy in the United States</b><br>(SS 1; CR 1, 3; NCSS 1.3) | <ol style="list-style-type: none"> <li>1. Understanding basic documents, including their origins, evolution, and changing interpretations;</li> <li>2. Understanding democratic ideals implicit in basic documents (human dignity and rights, justice, general welfare, freedom, equality, rule of law, etc.);</li> <li>3. Understanding how past events and developments relate to each other and the present;</li> <li>4. Understanding methods used to analyze situations where democratic ideals are in conflict.</li> </ol>                                                                                                         |
| <b>3. Continuity and Change in the History of Missouri, the United States and the World</b><br>(SS 2; CR 1, 2; NCSS 1.1, 1.2)  | <ol style="list-style-type: none"> <li>1. Understanding historical periods, people, events, developments, and documents;</li> <li>2. Understanding how past events and developments relate to each other and the present;</li> <li>3. Understanding how and why people have viewed and continue to view events, circumstances and developments differently;</li> <li>4. Understanding how and why historians bring their own viewpoints and conceptual frameworks to the interpretation of history; and</li> <li>5. Understanding key historical concepts (e.g., time, chronology, cause and effect, change, conflict, etc.).</li> </ol> |

The Social Science Education competencies have been developed to correlate with the following documents:

- Missouri's Show-Me Standards abbreviated as:  
SS 1,4 = Social Studies section, statements 1 and 4
- Missouri's minimum requirements for Social Science Education certification, effective September 1, 1997 abbreviated as:  
CR 1-6 = Certification Requirement
- National Council for the Social Studies (NCSS) guidelines as reprinted in the National Council for the Accreditation of Teacher Education Approved Curriculum Guidelines abbreviated as:  
NCSS 1.2 = Standard 1.2

\*Understanding (i.e., concepts, facts, generalizations, theories, etc.), as used here, refers to a deep understanding of content, where an individual can not only explain the content, but also use the content in analyzing and evaluating situations, in solving problems, and in making decisions.



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| <b>4. Principles and Processes of Governance Systems</b><br>(SS 3; CR 3; NCSS 1.3)        | <ol style="list-style-type: none"> <li>1. Understanding the impact of political theories and philosophies;</li> <li>2. Understanding government and politics in the United States;</li> <li>3. Understanding similarities and differences in governments and politics worldwide;</li> <li>4. Understanding how nations interact; and</li> <li>5. Understanding the role and impact of citizen participation in civil society and in the political arena.</li> </ol>                                                                                                                                                                                                                                                                                                                                                            |
| <b>5. Economic Concepts and Principles</b><br>(SS 4; CR 4; NCSS 1.4)                      | <ol style="list-style-type: none"> <li>1. Understanding economic systems;</li> <li>2. Understanding basic economic concepts (scarcity, opportunity cost, trade-offs, supply, demand, etc.);</li> <li>3. Understanding economic choices and processes for making rational decisions (saving, purchasing, investing, etc.);</li> <li>4. Understanding the economic factors which determine the goods and services produced (natural, capital, and human resources; investment; entrepreneurship; etc.);</li> <li>5. Understanding domestic and international trade and the interdependence of economies (specialization, use of money in trade, comparative advantage, etc.); and</li> <li>6. Understanding the roles governments play in economic systems (production of public goods, taxation, regulations, etc.).</li> </ol> |
| <b>6. The Major Elements of Geographical Study and Analysis</b><br>(SS 5; CR 5; NCSS 1.4) | <ol style="list-style-type: none"> <li>1. Understanding geographic representations, tools, and resources (maps, atlases, aerial photographs, globes, etc.);</li> <li>2. Understanding locales, regions, nations, and the world relative to place, location, direction, size, and shape;</li> <li>3. Understanding the interaction between physical geography and culture, historic, politics, and economics; and</li> <li>4. Understanding the relationships between human systems and the environment.</li> </ol>                                                                                                                                                                                                                                                                                                             |



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| <b>7. Relationships of Individuals and Groups to Institutions and Cultural Traditions</b><br>(SS 6; CR 6; NCSS 1.6) | <ol style="list-style-type: none"> <li>1. Understanding sociological concepts (culture, mores, stereotypes, socialization etc.);</li> <li>2. Understanding the similarity of basic human needs and the diverse ways individuals, groups, societies, and cultures meet these needs;</li> <li>3. Understanding interactions among individuals, groups, institutions, and cultures;</li> <li>4. Understanding how individuals, groups, institutions, and cultures change over time; and</li> <li>5. Understanding psychological concepts and theories (personality, developmental processes, cognitive theory, etc.).</li> </ol>                                                                               |
| <b>8. Social Science Tools and Inquiry</b><br>(SS 7; CR 1-6; NCSS 4.0)                                              | <ol style="list-style-type: none"> <li>1. Understanding various methods for framing research questions;</li> <li>2. Understanding types of inquiry (naturalistic, historical, experimental), etc.;</li> <li>3. Understanding data sources and collection techniques (artifacts and historical places; field research; primary and secondary sources; interviews, surveys and polling; geographic representations; case studies; statistics; observations; charts, graphs, and tables; and multimedia/electronic resources; etc.);</li> <li>4. Understanding how to interpret, classify, analyze, and evaluate data; and</li> <li>5. Understanding how to report findings to different audiences.</li> </ol> |